English Language Instructional Technology

Basic Course Outline
&
and Assignment Description

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I. Basic Course Outline

Subject	: EL Instructional Technology	Credit/Code	: 4 (PNG 2230)
Program	: English Language Education	Status	: Compulsory
Semester	: 4	Prerequisite	: TEFL Methodology

1. Aims

At the end of this course, students are expected to have possessed:
(a) a good understanding of EFL teaching/learning processes and the factors influencing them;
(b) a good understanding of how to design EFL teaching-learning and how to plan to evaluate its effectiveness;
(c) skills in designing EFL teaching/learning using appropriate technology
(d) skills in making teaching media, both visual and audio, for EFL teaching;
(e) a positive attitude towards the system approach to contextual EFL teaching/learning;

2. Course Description

This course is both theoretical and practical. It is theoretical in that it provides students with considerable knowledge of the nature of foreign language learning/teaching, basic concepts of teaching and learning basically as communication processes, EFL instructional media, and how to design communicative EFL instruction and how to plan to evaluate its effectiveness. It is practical in that it helps develop the students' skills in designing communicative-contextual EFL instruction and planning to evaluate its effectiveness, and in making media or review materials for EFL teaching. The topics to be covered are as follows: factors influencing instructional effectiveness, learner factors, teacher factors, teaching as a communication process, developing contextual-communicative tasks, media in EFL teaching, principles of teaching EFL, and designing a contextual-communicative lesson. To help develop the skills, students are required to attend classes and complete the following assignments:
(a) carrying out group projects of producing media (audio or visual, multi-media) kits of communicative EFL instruction covering, in an integrated manner, the four macro-skills (listening, speaking, reading, writing), with each group consisting of 3 students **(due before mid-semester exam)**;
(b) individually making summaries of the specified chapters (see the table attached) and five articles from websites and analyze one lesson taken from the internet (**to be submitted from time to time**);
(c) individually developing a lesson plan for a communicative EFL teaching, together with a unit of EFL teaching-learning tasks **(due before semester exam).**

3. Organization of Teaching/Learning Activities

This basic course outline is to be communicated to the students in advance to orient them to the whole course. Lecturing and workshops will be the main teaching and learning activities, supported by individual and pair work as well as discussion. Lecturing and discussion are used when learning is on the cognitive aspect, individual and pair work when the application and analysis are required, and workshops for practical activities. To make the learning meaningful to students, the discussion will be related as far as possible to the students' experiences,

interests, values, and future. The above assignments and tests are aimed at improving the effectiveness of students' learning.

4. Course Progression

This course is worth 4 semester credit units (SCU), with two SCU being theoretical and two practical. The course progression can be seen in the table below.

Week	Topic	Source	Time
I	- Orientation - Factors influencing EFL teaching/learning: input factors, process factors, output factors, outcome factors		200'
II	- Learner Factors (and their implications for instructional design): age, multiple intelligences, language aptitude, learning styles, motivation, interest in English, social-economic background, levels of English learning	Harmer, 2001, Ch. 3 Brown, 2000, Ch 5-6 Brown, 2001, Ch 6-7	200'
III	- Teacher Factors: personality types, levels of competencies (pedagogical, personality, social, professional), attitude to professional development	Madya, 1987, Ch 4 Lange, 1990, Harmer, 2001, Ch 4 Brown, 2001 Ch 23	200'
IV	Environmental factors in Language Learning	Brown, 2001 Ch 5	200'
V	The competency standard-based curriculum	Brown, 2001, Ch 8 Madya, 2001 Madya, 2002	200'
VI	- Principles of Teaching EFL and their applications in implementing the curriculum	Brown (2001): Ch 4	200'
VII	- Communication: Basic Concepts - Implications for EFL teachers	Various sources	200'
*	Take home mid-semester test		
VIII	Interactive Teaching: concepts and practices	Brown, 2001 Ch 11-12	200'
IX	- Technology for TEFL (simple and sophisticated)	Brown, 2001, Ch 9 Teeler, 2000 Harmer, 2001 Ch 10 & 20	200'
X	- Designing an instruction	Davis (1974) Brown (2001): Ch. 3	400'
XI-XII	Classroom Management: theory and practices	Brown, 2001 Ch 13 Harmer 2001 Ch 8-9	200'
XIII-XVI	Planning a Lesson: theory and practices	Harmer, 2001 Ch 7&22 Brown, 2001, Ch 10	800'

5. Assessment
The components to be assessed are as follows: (a) mid-semester (20%); (b) group assignment (15%); (c) individual assignment (20%); (d) semester test (30%); (e) class performance (15%).

6. Main references

Armsey, J.W. & Dahl, N.C. (1973). *An Inquiry into the Uses of Instructional Technology.* New York: the Ford Foundation.

Brown, D.H. (2000). *Principles of Language Learning and Teaching.* New York: Longman.
Brown, D.H. (2001). *Teaching by Principles.* Englewood Cliffs, N.J.: Prentice Hall.

Candlin, C.N. (Ed.) (1981). *The Communicative Teaching of English: Principles and an Exercise Typology.* London: Longman.

Davis et el. (1974). *Learning System Design.* New York: McGraw-Hill.

Gagne, R.M. (1977). *Conditions of Learning.* New York: McGraw-Hill.

Harmer, J. (2001). *The Practice of English Language Teaching.* London: Longman.

Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-centred Approach.* Cambridge: CUP.

Lange, D.J. (1990). A blueprint for a teacher development program. In *Second Language Teacher Education.* (J. Richards & D. Nunan, Eds). Cambridge: CUP.

Madya, S. (1987). *Needs Assessment of Junior Secondary School Teachers of English as a Foreign Language in Central Java.* a Dissertation. Sydney: Macquarie Unviersity.

……………..(2001) Pembentukan manusia Indonesia yang cerdas dan beradab lewat pengajaran bahasa. *PELBBA 14: Tipologi Bahasa, Pragmatik, Pengajaran Bahasa.* Jakarta: Pusat Kajian Bahasa dan Budaya, UNIKA Atma Jaya Yakarta

……………… (2002) Developing Standards for EFL in Indonesia as Part of the EFL Teaching Reform.*TEFLIN Journal, Vol. 13. No. 2, 142-151.*

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom.* Cambridge: CUP.

…………. (1988). *The Learner-centred Curriculum.* Cambridge: CUP.

Romiszowski, A.J. (1981).*Designing Instructional Systems.* London: Kogan Page.

Teeler, D. (2000). *How to Use the Internet in ELT.* Essex: Longman.

Tudor, I. (1996). *Learner-centredness as Language Education.* Cambridge: CUP.

II. Distributions of Topics in TEFL Methodology and EF Instructional Technology

Writer	Chapter	TEFL Meth		ELI. Tech.	
		Course	Assgnt	Course	Assgnt
Brown 2000	1. Language. Learning, and Teaching			√	
	2. First Language Acquisition				√**
	3. Age and Acquisition			√	
	4. Human Learning			√	
	5. Styles and Strategies	√			√*
	6. Personality Factors			√	√*
	7. Sociocultural Factors				√**
	8. Cross-Linguistic Influence and Learner Lang.	√			√**
	9. Communicative Competence	√			
	10. Theories of Second Language Acquisition				
Harmer 2001	1. The World of English	√	√		
	2. Describing language		√		
	3. Describing Learners			√	
	4. Describing Teachers			√	
	5. Some Background Issues				
	6. Popular Methodology	√			
	7. Mistakes and Feedback			√	
	8. Grouping Students				√**
	9. Problem Behaviour and What to Do about it				√*
	10. Educational Technology and other Teaching Equipment			√	
	11. Studying Language				
	12. Researching Language				
	13. Teaching Pronunciation		√		
	14. Teaching Receptive Skills	√			
	15. Reading		√		
	16. Listening		√		
	17. Teaching Productive Skills	√			
	18. Writing		√		
	19. Speaking		√		
	20. Teaching with Video				√*
	21. Syllabuses and Course books				
	22 Planning Lessons			√	
	23. Testing Students		√		

Note:
*) Individual work
**) Pair work

Distributions of Topics …… (contd…..)

Writer	Chapter	TEFL Meth		ELI. Tech.	
		Course	Assgnt	Course	Assgnt
Brown 2001	1. Getting Started	√			
	2. A "Methodological" History of Language Teaching	√			
	3. The Present: An Informed "Approach"			√	
	4. Teaching by Principles			√	
	5. Intrinsic Motivation in the Classroom			√	
	6. Learner Variables I: Teaching Across Age Levels			√	
	7. Learner Variables II: Teaching Across Proficiency			√	
	8. Sociopolitical and Institutional Contests				√**
	9. Techniques, Textbooks, and Technology			√	
	10. How to Plan a Lesson				√*
	11. Interactive Language teaching I: Initiating Interaction			√	
	12. Interactive Language Teaching II: Sustaining Interaction Through Group Work			√	
	13. Classroom Management				√*
	14. Strategies-Based Instruction	√			√*
	15. Integrating the "Four Skills"	√			
	16. Teaching Listening	√			
	17. Teaching Speaking	√			
	18. Teaching Reading	√			
	19. Teaching Writing	√			
	20. Form-Focused Instruction	√			√**
	21.Language Assessment I: Basic Concepts in Test Development				√**
	22. Language Assessment II: Practical Classroom Applications				√**
	23. Continuing Your Teacher Education			√	
Klippel	Keep Talking		√		
Littlewood	Communicative Language Teaching		√		
Bachman	Communicative Language Ability (Ch 4)				√*
van Ek	Language Functions & Notion		√		
Madya	A Communicative Syl. Model for Sec TEFLIN		√		
Nunan	Developing Com. Tasks (1989)				√*
Grelett	Developing Reading Skills (1981)		√		
Munby	Taxonomy of Language Skills (1981)		√		

Note:
*)Individual work
**) Pair work

The Grading of Summary Assignments

Grade	Compulsory Work	Individual Work	Pair Work
A	100%	90-100%	90-100%
B	100%	80-89%	80-89%
C	100%	70-79%	70-79%
D	100%	60-69%	60-69%
E	100%	<60%	<60%